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Adjective placement variation in NP structures:

Syntactic differences in Catalan and English

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ADJECTIVE PLACEMENT VARIATION IN NP STRUCTURES: SYNTACTIC DIFFERENCES IN CATALAN AND ENGLISH

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1. Introduction

English and Catalan present a huge difference when we study the position that adjectives take in NP structures. First of all, we notice that generally the former has its adjectives as pre-head modifiers and the latter as post-head modifiers. Furthermore, the order of the elements in English is fixed whereas in Catalan it is possible to move them around and, thus, create different combinations of adjectives that are equally correct. We could say that Catalan is more flexible in that sense. Why is it that one language has more restrictions than the other? This paper aims to prove that their syntactic structures are the answer to that question.

Specially, when it comes to translating texts back and forth from both languages, it is inevitable to face several problems because you not only need knowledge about vocabulary, but also about the different structures that hold the words together. In order to fully understand how these structures differ, it is not enough to study them separately. A comparative study must be carried out. On the one hand, in English, adjectives are added by projecting the same node over and over again as if these were inlaid. Moreover, when there is more than one adjective modifying a nominal head, they have to be in a specific order for this structure to be grammatical. On the other hand, in Catalan, adjectives are free to be placed in different positions within the construction because they are all at the same level. We could claim that their order does not affect the grammaticality of the sequence.

In English it is clear where the modifiers have to be placed. However, the information about the placement of adjectives in Catalan is quite vague. How do native Catalan speakers translate a sequence with strong restrictions into a less fixed structure? Do they feel confused with all the possibilities or do they know for sure in what order Catalan modifiers are placed? Do translations differ? Do they move adjectives around and still find the structure grammatical? The theory behind this phenomenon, which is developed in the first half of this paper, is supported or rejected by the experiment reported in the second half.

2. Syntactic phenomena in NP structures

First of all, to see how both languages differ in their syntactic structures, tree diagrams are the best tools to visualize it because “they mark the way that words are combined together to form phrases of various types.” [Radford, 1997: 97] However, sometimes it is enough with just the usage of brackets. These give a good overall picture of the phenomena but some rules have to be kept in mind. The representations throughout this paper follow the X-bar theory and, thus, the endocentricity and binary branching principles (see figure 1). Binary branching constraints may pose a problem when it comes to further explain the possible coordination of adjectives in Catalan. Nevertheless, the hierarchy is clear and allows a better study of why the elements are placed in a certain way.

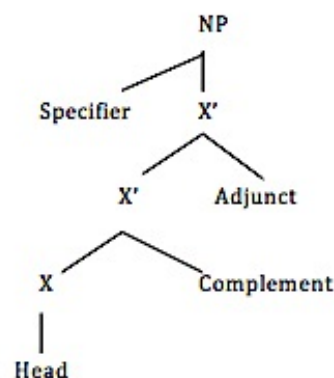


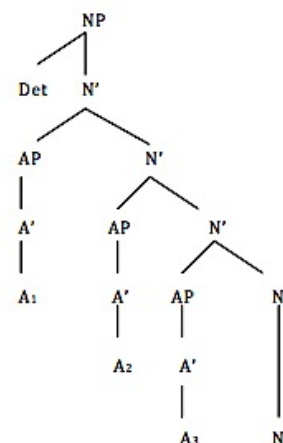
Figure 1: Basic tree analysis of the x-bar theory

2.1. Adjective placement in English

English grammar books dictate where adjectives belong and how they function. These sets of rules are based on a vast quantity of very detailed semantic information. In this section, however, multiple prenominal adjective modification will be presented in syntactic terms, which means that structures are taken as the central argumentation

Syntax is crucial to understand adjective placement in English. When it comes to this area of study, it is possible to say that it is a rigid language. This characteristic is noticeable when there is more than one adjective modifying a noun in a pre-head position. At this point it is important to take a look to those combinations that are not punctuated. That is because, as soon as commas and conjunctions intervene, we are talking about coordinated structures and not cumulative ones. The former would behave like those in Catalan but the latter are the ones that represent the contrast between both languages. The fact that the first kind is coordinated means that each adjective that is part of the sequence is modifying the noun. Each modification is in a sense *independent*. On the contrary, the cumulative structure is usually limited in the pre-modifier position by a determiner and they add adjectives recursively, which means that they cannot be moved around, that their placement is restricted. To put it in another way, their position is specific so the structure can stand. Furthermore, as it is explained in the paragraphs below -examples included- one element supports the other and it ends up being a modification chain.

Figure 2: Tree analysis of three adjectives modifying a noun



The structure represented in figure 2 shows the phenomenon of recursion. The first adjective modifies the whole construction that hangs from the same projection that is its sister and also all the elements it dominates. This goes on and on until we narrow down and we find the nominal head. Since they are recursive, it cannot be claimed that adjectives are complements of the noun. However, their order is not free, as one would expect if they were adjuncts. To account for the order restrictions, the idea of scales has been put forward, although it is a question of debate among different approaches. Some support the idea that it depends on the level of lexicalization and some make references to semantics¹. However, what it is clear is that if the construction is altered, it becomes ungrammatical. As Huddleston states in the fifteenth point, named “Order of Elements in a NP Structure”, of his chapter in *The Cambridge Grammar of the English Language*, the *violation* of these *constraints* unchains a reaction that questions the *acceptability* of the sequence. This order has been established in our interior grammar since we were in the very early days of our journey to English acquisition and the modification of this rule sounds strange.

(1) Preferred order of multiple adjectives:

Judgement< Size< Shape< Age< Colour< Style< Origin< Material< Purpose

To see how all comes together it is better to visualize the phenomenon with some examples:

(2a) The big brown paper box

(2b) [Big [brown [paper [box]]]]

(2c) [Size [colour [material [noun]]]]

(3)*The big paper brown box

(4a) The leggy black Tennessee walker

¹ For more information about semantics theories of ordering adjectives, see Bolinger, Dwight L.

(4b) [Leggy [black [Tennessee [walker]]]]

(4c) [Shape [colour [origin [noun]]]]

(4d) *The leggy Tennessee black walker

The first example (2a) is grammatical. As we can see in its representation in (2b), it follows the rule given in (1) strictly. The first adjective of size modifies the set of words that follow it, the second adjective of colour behaves in the same way and the third adjective of material modifies directly the nominal head. In order to show this string is a constituent, we can apply a replacement test:

(5a) The big brown paper box

(5b) The big one

(5c) The big brown one

(5d) The big brown paper one

However, when the order is changed and the second and third adjectives exchange positions, the sequence is ungrammatical. With the example (4) it is clear that the constructions that were used for the experimental research follow the same restrictive rules as the ones that can be designed in the theoretical field.

To sum up, English has a structure with strong restrictions when it comes to adjective placement. This characteristic is not common in other languages. However, these differences are explained in more detail throughout the next section of this comparative study.

2.2. Adjective placement in Catalan

The fact that adjectives in Catalan are usually in the post-modifier position allows speakers to combine the elements in different ways, which are all equally valid. This ability means that the language and its structures are less restricted. This freedom of placement can be seen if multiple adjectives are used in a single sequence. The

construction becomes more complex but its syntactic representation can help us to see how Catalan works.

When adjectives are added, recursion is a possibility. Nonetheless, on a regular basis, both coordination and juxtaposition are used. What makes a difference with this option is that the elements share the same level. Their order is not as relevant as it would be in English and it does not affect the grammaticality of the sequence. With this combination, commas and the conjunction *i* are the elements that link the elements together. Even though they work as linkers, they do not apply any force to keep the adjectives in a particular order as other linkers could do.

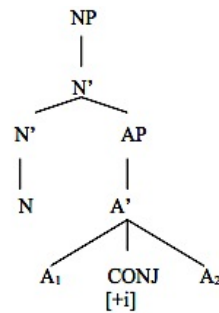


Figure 3: Tree analysis of two coordinated adjectives

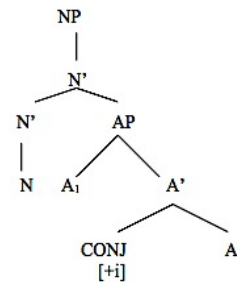


Figure 4: Tree analysis of two coordinated adjectives respecting binary branching constraints

The previous images show the problems that coordination pose to the idea of binary branching. Since it is obligatory to represent the hierarchical structure with only two branches for each node, at the most, the solution taken is to fit the conjunction adjoining it to the last adjective.

To show the theory developed in this section and to make it more visual we can take a similar example as the one used in the previous section.

(1a) Capsa gran, marró i quadrada

(1b) [Capsa [[gran][marró][i quadrada]]]

(1c) Capsa quadrada, gran i marró

(1d) [Capsa [[quadrada][gran][i marró]]]

As it was explained before, ungrammaticality is non-existent if the order is altered in a coordinated structure. There is no point in defining a rule when the variation is this free. Even the *Gramàtica del Català Contemporani* (2002) does not extend its explanation and it vaguely relates to a mirror effect from the English ordering. This idea could be of some use when it comes to a recursive structure but not for those that have elements that occupy equal positions. At this point, Catalan speakers are the ones to decide how they want to express these kind of sequences: “(...) positioning of adjectives may be determined by subjective considerations of style (...) In general, the more unusual the positioning of the adjective, the more the writer/speaker wishes to draw attention to it or secure for it an other than purely literal value.” [Wheeler, 1999: 71]

Another piece of evidence of this freedom of placement is when adjectives appear before the noun to emphasize one quality or because they can only occur in that position, which is the case of *bon* and *mal*: “The typical position of attributive adjectives in Catalan is following the noun which they qualify. This is true of all specifying adjectives (*les arts pictòriques* ‘pictorial arts’, *una escala metàl·lica* ‘a metal ladder’), but for other types position can be affected by various factors of sentence structure and pragmatics.” [Wheeler, 1999: 92] However, as it happens in English, prenominal position comes with limitations. First of all, this placement, for some adjectives, means that their meanings change. A good example of it is used in Wheeler’s *Catalan: A Comprehensive Grammar* (1999), which is *grans persones* in contraposition with *persones grans*. Furthermore, throughout this book it is also explained that not all adjectives can be placed in this particular position. There are three types of adjectives that cannot occur in prenominal position: Attributive adjectives that can be paraphrased with a ‘de’-prepositional phrase, as it is illustrated in (2), restrictive-

specifying adjectives, such as in (3) and adjectives which are modified by a degree adverb (4) or by a complement (5).

(2) departament administratiu (=departament d'administració) *administratiu
departament (administration department)

(3) *moderna casa

(4)*un força estimat president

(5) *una difícil de contentat noia

When it comes to translations, the variety of possibilities is even wider. Not only Catalan speakers can use the same categorical function, meaning an adjective, but also they can convert it into, for example, a prepositional phrase or a relative clause. If we take the example of the *big brown paper box* and we try to translate it into Catalan, we have to face this kind of problem. There is not one adjective alone in Catalan that can translate the adjective *paper*, such as *gran* and *marró* mean *big* and *brown* respectively. It is true that there is the option for all adjectives to be expressed with other structures but, for *paper*, the only solution is to use the prepositional phrase *de paper*. At this point, there is a sequence of one noun modified by two adjectives and one prepositional phrase. The question that we must answer now is how are these elements placed. Moreover, what is even more interesting is to understand the reason behind that structure that justifies the different ordering possibilities.

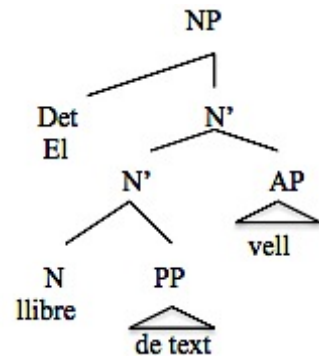
First of all, the next quotation should be considered: “If the noun has a specifying prepositional phrase complement, any descriptive adjective which agrees with the head noun follows the complement.” [Wheeler, 1999: 87] This restriction is applied for those prepositional phrases that are complements of the noun, which means that they have been selected by it. For that reason they have to remain in the closest

position there is in relation to the head noun. The combination is so assembled that it nearly behaves like a compound word.

(5a) Llibre de text vell

(5b) ?Llibre vell de text

(5c)



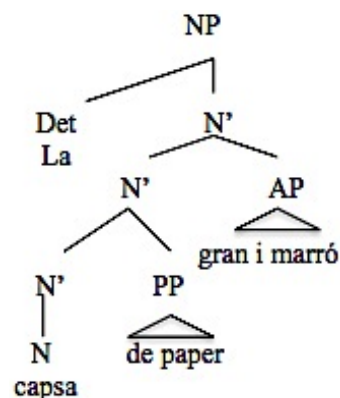
While the above is true, the example with which we are representing the phenomenon of multiple combinations with adjectives and other constructions does not follow this rule.

(6a) Capsa de paper, gran i marró

(6b) Capsa gran i marró de paper

(6c) Capsa gran, marró i de paper

(6d)



With these examples it is possible to see how elements are moved around and how they can even be coordinated. None of them are ungrammatical, which means that

the prepositional phrase is behaving, up to a certain extent, like the other adjectives in the sequence. The explanation behind that difference is the position that they take. In (6d) we can see that the prepositional phrase is not a complement but an adjunct. Also, we can say that the constructions are different since the one in (5a) has a sequence that is more lexicalized than the one in (6a).

2.3. Comparative table

The theoretical overlook to these phenomena has been of use in order to see how rigid it is English in comparison to Catalan.

	ENGLISH	CATALAN
Adjective pre-modification	Multiple Recursive Fixed order	One A allowed Restricted to a few A (e.g. bon, mal, for example)
Adjective post-modification	Not allowed	Multiple Coordination and juxtaposition Free order
PP post-modification	Allowed	Allowed
PP+A post-modification	Not allowed	Allowed Free order (Except for PP Complement such as <i>llibre de text</i>)

Nonetheless, the experimental research is the key to see whether this theory stands or not.

3. Research

To take the theory to the *praxis*, an experiment was conducted in May and, as it is possible to see throughout the next sections, it proves the point supported and developed previously. However, this research could not have been carried out without the help of twelve subjects that contributed to the translations from English to Catalan.

The identity of all the volunteers has been kept anonymous and only the constructions are considered in the study. All the files can be consulted since there is nothing that relates them to the subjects' identity but they are not included in this paper since the number of pages would exceed the acceptable length of this research.

3.1. Methodology

Firstly, the group of subjects was asked to take a placement test in order to determine their English level. It was needed to prove that they were capable of translating from one language to the other without difficulties. Any lack of basic knowledge of grammar could interfere in their performance in the experiment. The selected subjects were a small group but it was of high value because they produced a *corpus* of nearly 120 constructions.

The identity of the subjects is anonymous, as it is highlighted in a box right at the beginning, and only the researcher deals with those files. Adding this reminder was meant to make them feel comfortable. If they feel that they are going to be judged about their answers and later be exposed, their answers are not going to be genuinely what a native speaker would say on a regular basis. It was also really important to mention that there were not right or wrong answers, that all answers were valid because the only thing that really mattered were the structures they thought could be the best combination in order to translate the sentences provided. That reminder gave the subjects the confidence and freedom to answer. After this short message, there were six elements to identify the different participants that were their sex, age, place of birth, mother tongue, Catalan dialect and level of English. Even though the following information about the subjects may not seem relevant, it is. For example, both Balearic and Northern dialects can show variations in comparison to the answers given by those who speak the Central

Catalan. And the fact that most subjects were Central Catalan speakers does not mean they set the common rules.

Afterwards, six instruction points were given. The idea was for them to be clear. The main demands were to read the ten constructions in bold that contained adjectives followed by a noun and to translate them into Catalan. These examples were taken from a published book called *Cold Wind* by C.J. Box. It was important to use a publication to take the research to the real usage of language and not just to the abstraction of theory. Dealing with a thriller book meant that the vocabulary could be an obstacle to overcome. That is why the sentences were selected in order to avoid any difficult vocabulary that the subject could find on the way. Moreover, there were footnotes with the explanation of some words and if at some point the direct translation was too hard to find, hypernyms were also acceptable.

Furthermore, the context of those constructions was provided to help but it was not asked the translation of it. It was provided just to make the meaning clearer. Ten sentences was the perfect number to work with because they showed different variations of the phenomena. They were divided into five blocks of two sentences each in order to extract two pieces of evidence to support or show variations between them. The first block consisted of two sentences with pre-modification by three elements (e.g. “He rode a leggy black Tennessee walker”); the second one with pre-modification by 4 elements, in which the first two formed a constituent (e.g. “He wore old Cinch jeans, worn Ariat cowboy boots, a long-sleeved yoked collar shirt with snap buttons, and a tooled belt that read JOE”); the third one with pre-modification by 4 elements, in which the third and forth formed a constituent (e.g. “He wore a 40X beaver silverbelly short-brimmed Stetson”); the fourth one with postmodification by a prepositional phrase (e.g. “It was instantly dark inside except for a bank of glowing green and amber lights”) and the fifth

with postmodification by a relative clause or a reduced relative clause (e.g. Nate was interrupted only by a call reporting a wounded antelope staggering around on the road”). The last pair of blocks deals with postmodification so it is possible to compare the same phenomenon or structure in both languages. All of them were distributed randomly to avoid the mechanization of the answers. If they saw a pattern, they could try to be consistent and follow rules like those in manuals of grammar.

At the end of the experiment sheet there were two questions to let the subjects comment on the difficulties they faced. This experiment was performed online, with help from the researcher, due to the little availability to meet up and, thus, the comments were crucial to understand how the experience was. Those were also needed since the subjects can give good advice in order to improve the methodology and material for the experiment. Furthermore, they could express their uncertainty in order to choose one translation or the other. This is a sign that can be related to the less rigid structure in Catalan.

3.2. Results² and discussion

Sex	1 Male	11 Female	Total 12
Range age	20 -30		
Mother tongue	Catalan and Spanish		
Dialect	10 Central	1 Nord-occidental	1 Balearic
Level of English	6 Proficiency	5 Advanced	1 Intermediate

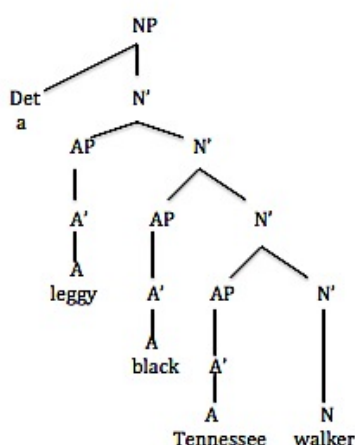
With just one quick look at the results of the experiment it is possible to see the wide variety of constructions that Catalan speakers can produce in comparison to the ones in English. Only one of the sentences provided was translated unanimously into

² It should be noted that this is a recollection of the answers given and, also, that some subjects wrote more than one possibility for the translation of these constructions. The vocabulary, however, has been changed at some point to drive the attention to the structure and to make it more visual.

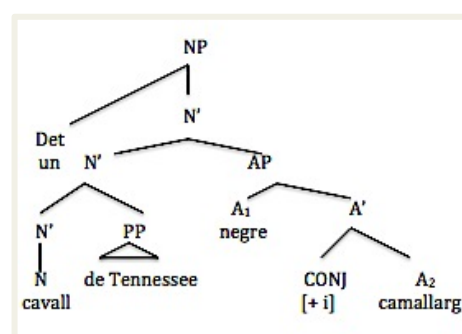
the same construction. Those doubts that they expressed they had when they wanted to choose one single answer with one particular ordering of the adjectives are important for this experiment as well as the number of different answers. However, we have to be careful with the translations because some adjectives are hard to translate into the same word category and, hence, different types of phrases and clauses have to be not only studied along with the rest of constructions, but also integrated.

BLOCK 1: Pre-modification by 3 elements	
(1) “He rode a leggy black Tennessee walker .” [pg. 3]	
(1a) Un cavall de Tennessee negre i camallarg	5 times
(1b) Un cavall negre i camallarg de Tennessee	1 time
(1c) Un cavall negre de Tennessee amb potes llargues	3 times
(1d) Un cavall negre de potes llargues de Tennessee	3 times
(2) “The heavy stainless steel bracelet made her wrists look even thinner” [pg. 63]	
(2a) El braçalet pesant d’acer inoxidable	7 times
(2b) La polsera d’acer inoxidable pesada	6 times

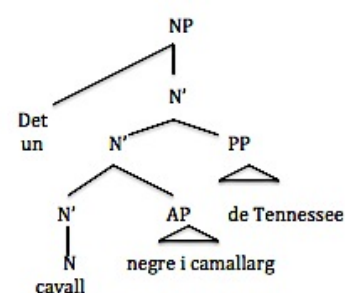
(1)



(1a)



(1b)



The first construction with a recursive structure in (1) had no less than four different possibilities. In (1a) and (1b) there are two adjectives coordinated and one adjective translated as a prepositional phrase. What is interesting about it is the possibility of exchanging positions. That means that both constituents are not bound to the nearest position to the head as it would happen with complements. This is not an isolated phenomenon since the answers given in for (2) behave the same way. The fact that the adjective is placed after the prepositional phrase does not mean that its function modifying the nominal head changes. It would be a mistake to say that because, as it is possible to see in (2b), once the noun changes its gender the adjectives changes accordingly, regardless of its position. This same ordering variation or position exchange but with two prepositional phrases is also represented in this experiment, such as in (1c) and (1d).

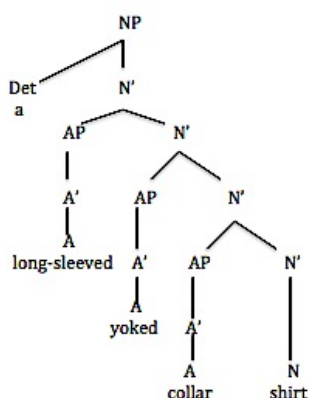
Nevertheless, in (3c) and (6a), for example, the subjects give another alternative that is coordination. In this case, the two noun phrases inside the prepositional phrase are joined and share the same preposition and, the whole construction modifies the noun. The solution when it comes to fill in the preposition position is the concept of ellipsis.

BLOCK 2: Pre-modification by 4 elements; the first two forming constituent	
(3) “He wore old Cinch jeans, worn Ariat cowboy boots, a long-sleeved yoked collar shirt with snap buttons, and a tooled belt that read JOE.” [pg. 18]	
(3a) Una camisa de màniga llarga amb coll de jou	5 times
(3b) Una camisa amb coll de jou de màniga llarga	1 time
(3c) Una camisa de màniga llarga i coll de jou	6 times
(4) “Joe simply parked his pickup to the right of the gate where it joined with the four-string barbed wire fence and got out.” [pg. 34]	

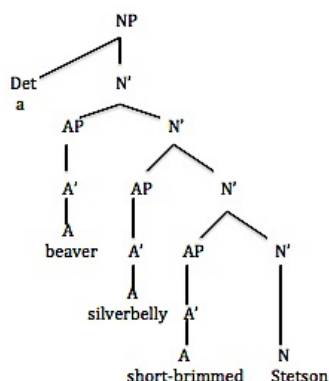
(4a) La tanca metàl·lica, de quatre cables i pues	3 times
(4b) La tanca de filferro de quatre cables i pues	5 times
(4c) La tanca de quatre cables i pues de filferro	2 times
(4d) La tanca amb pues de filferro de quatre cables	1 time
(4e) La tanca metàl·lica amb pues de quatre cables	1 times

BLOCK 3: Pre-modification by 4 elements; the third and fourth forming constituent	
(5) “The horse seemed to glide over the (...) wooded Rocky Mountain juniper-dotted foothills like a ghost.” [pg. 3]	
(5a) Les faldes ginebrades i boscoses de les Muntanyes Rocalloses	2 times
(5b) Les faldes boscoses i ginebrades de les Muntanyes Rocalloses	4 times
(5c) Les faldes de les Muntanyes Rocalloses boscoses i ginebrades	1 time
(5d) Les faldes boscoses i amb ginebró de les Muntanyes Rocalloses	5 times
(6) “He wore a (40X) beaver silverbelly short-brimmed Stetson. ” [pg. 4]	
(6a) Un barret amb corretja d’ala curta i pell de castor	4 times
(6b) Un barret de pell de castor i d’ala curta amb una corretja	1 time
(6c) Un barret de pell de castor amb una corretja i l’ala curta	2 times
(6d) Un barret de pell de castor amb corretja d’ala curta	1 time
(6e) Un barret d’ala curta, de pell de castor i amb una corretja platejada	3 times
	1 not applicable

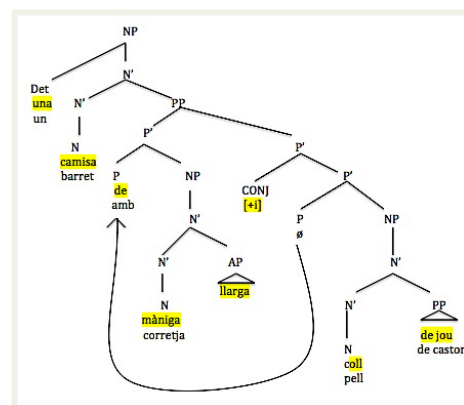
(3)



(6)



(3c and 6a)



Taking a look at these structures it is possible to see how coordination makes clear that the prepositional phrase it is not understood as a complement of the adjective but as an independent modifier of the noun. Coordination is a common resource for Catalan speakers when they have to deal with recursive adjectives in English. To visualize it, we can take a look at the translation throughout the first three blocks. The first thing that it is clear is that adjectives can be coordinated and, hence, their position inside the phrase can be exchanged. Throughout this experiment we can see how all these possibilities are used randomly and for nearly all the sequences provided.

BLOCK 4: Postmodification by a prepositional phrase	
(7) “It was instantly dark inside except for a bank of glowing green and amber lights. ” [pg. 40]	
(7a) Un panel de llums brillants verdes i ambres	7 times
(7b) Un panel de llums verdes i ambres brillants	6 times
(8) “And they’d wind up playing (...) in the historic Stockman’s Bar, overlooked by (...) generations of local black-and-white rodeo cowboy photos looking down at them.” [pg. 87]	
(8a) Generacions de fotos de cowboys de rodeig en blanc i negre del barri	1 time
(8b) Generacions de fotos de cowboys de rodeig locals en blanc i negre	3 times
(8c) Generacions de fotos en blanc i negre de cowboys locals de rodeig	6 times
(8d) Generacions de fotos locals en blanc i negre de cowboys de rodeig	2 times

BLOCK 5: Postmodification by a relative clause or a reduced relative clause	
(9) “Nate was interrupted only by a call (...) reporting a wounded antelope staggering around on the road” [pg. 420]	
(9a) Un antílop ferit vacil·lant	8 times
(9b) Un antílop ferit que vacil·lava	4 times
(10) “River cottonwoods and mountain ash shouldering up against the Snake River in the	

valley were already turning gold.” [pg. 321]	
(10a) Arbres emmarcant el riu Snake dins la vall	Not applicable

The last two blocks were slightly different because the idea was to see if postmodification with prepositional phrases and relative clauses work the same way as in Catalan. When it comes to the structure noun + preposition, both languages work in the same way. However, if we analyze the inner structure we can see that all comes back to the same phenomenon that was explained before because the adjectives modify the noun placed at the end of the sequence. (7a) and (7b) are an example of it but the translations of (8) show an even wider range of options, mainly because there are more elements combined. The more adjectives there are, the more evidences they provide for the difference between languages. As for the fifth block, (9a) and (10a) show how similar can be the structures chosen. Both use the gerund form but it behaves as an adverb. Nevertheless, it is also represented the other solution for modification, which is a relative clause.

COMMENTS	
Vocabulary	There were some problems with vocabulary because it was very specific and some did not have an exact translation into Catalan. For that reason they used alternatives such as prepositional phrases or relative clauses. Some had to look words up in a dictionary so the results did not end up compromised.
Doubts	Some changed the answers because they did not know what the order of adjectives is in Catalan.

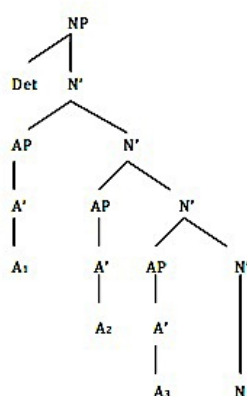
All in all, as the experiment proved, the different phenomena that occur in these two languages, English and Catalan, makes users feel uncertain about their translations. This is due to the fact that in the former language the order is fixed because of its

position and the structure behind it and, on the contrary, in the latter it is not. That is why, when subjects are asked separately and they cannot decide with other speaker for one option, the answers given are many and diverse.

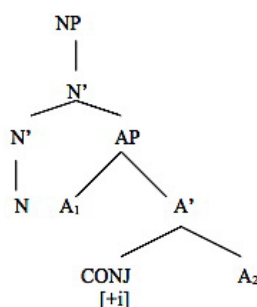
4. Conclusion

The ultimate goal of this paper was to do a comparative study between two languages that differ in their adjective placement because of their syntactic structures. When you know both languages, English and Catalan, this difference is one of the basic and earliest concepts you learn, but you do it by heart. The idea throughout this paper has been to go beyond the encyclopedic knowledge and explain both theory and praxis of this variation. The first idea was clear: English presents a more restrictive structure than Catalan. That is because the former has a structure in which one adjective modifies the following and it ends up with the nominal head (1) and the latter has its elements hanging from the noun with the limits of hierarchy diminished by juxtaposition and coordination (2). It is true that a loophole can be found in the structures in Catalan but a solution could be to use a conjunction phrase (3). To prove this affirmation, an experiment among real subjects was conducted and discussed and, thus, it was possible to see the usage of this universal knowledge.

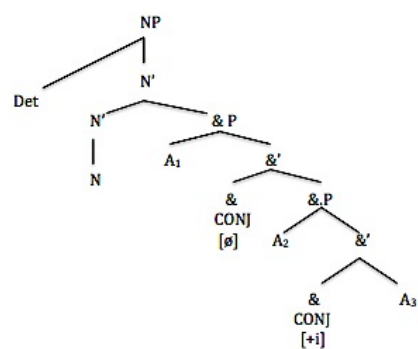
(1)



(2)



(3)



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6. Appendices

Both annexes conformed the material/documents used to conduct the experimental research.

6.1. English placement test

Life	Short placement test 5
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1	The sales representatives often in the Chalgrove Hotel on the corner. a are staying b stays c stay	13	I'm sorry. I ten tickets because you said you didn't want to come. a had only been buying b only bought c had only bought
2	The pills sometimes dizziness. a cause b causes c are causing	14	Before I went to Australia last summer, I Europe! a never left b had never been leaving c had never left
3	Don't leave yet. The rain down outside. a is pouring b are pouring c pours	15	The police the area for two hours and they still hadn't found any clues. a were searching b searched c had been searching
4 milk in his tea, or lemon? a Is Ivan preferring b Is Ivan prefers c Does Ivan prefer	16	Bill his new car this evening. a will collect b is going to collect c does collect
5	The fire alarm for almost half an hour now. a is ringing b has been ringing c rings	17	I think the sea bass with spinach. a I'm ordering b I order c I'll order
6	Mr and Mrs Rossi the café since 1987. a own b have owned c have been owning	18	'Shall we meet on Monday afternoon?' 'No, I physics in the library.' a 'm studying b 'll have studied c 'll be studying
7	I think the car in the lead by Alonso. a is driving b is being driven c drives	19	I hope it raining by the time the film finishes. a will have stopped b will be stopping c is going to stop
8	I'm sure this towel before. It isn't clean. a has been used b was using c uses	20	I'd like sugar with that, if that's all right. a a little b a bit c little
9	A bar of soap each prisoner. a has given for b gives c is given to	21	Although we have used weed killer, there are still weeds in the lawn. a a lot b much c lots of
10	So far, the weather this summer really good. a is b was c has been	22	Even though there were a lot of people at the party next door, there wasn't noise. a much b many c few
11	Liam and I our holiday back in December. a have booked b booked c were booking	23 time Emma comes into the room, Joshua blushes! a All the b Every c Each of the
12	They in the park when her mobile rang. a walked b were walking c had walked		

- 24 The snow was falling heavily and houses in the village were white.
a all of b any c all the
- 25 When you decide home, I'll give you a lift.
a on going b to go c going
- 26 It's not worth your life to get there more quickly. Drive more slowly!
a risk b to risk c risking
- 27 Do you remember me that you weren't going to be in this evening?
a to tell b tell c telling
- 28 Please don't forget the door when you leave.
a to lock b lock c locking
- 29 The class chose for the exam this term.
a to not register b not to register c to register not
- 30 That's crazy! I to pay extra for first-class seats.
a not want b don't want c am not want
- 31 What is Dan doing here? today?
a Doesn't he work b Wasn't he working c Isn't he working
- 32 It's almost time for the lecture, ?
a isn't it b is it c isn't there
- 33 There have been too many accidents on the road this year, ?
a weren't there b aren't there c haven't there
- 34 Keith would still be a member of the committee if he the president.
a doesn't annoy b hadn't annoyed c wasn't annoying
- 35 The team would now if their plane hadn't been delayed.
a have competed b compete c be competing
- 36 I really wish the exams held in August. I won't be able to have a holiday.
a isn't b not being c weren't
- 37 There isn't really enough food for all of you. If only you me you were coming.
a told b had told c tell
- 38 I really wish reporters only focus on bad news!
a wouldn't b can't c won't
- 39 Lisa offered one of her famous coffee cakes to the office.
a bringing b to bring c will bring
- 40 I hope he will apologise so rude to me yesterday!
a to be b to have been c for being
- 41 It that Queen Elizabeth I stayed in this house.
a believes b is believed c was believing
- 42 the Prime Minister was going to resign.
a They report that b It reported that c It was reported that
- 43 How long have you lived in Tokyo? Can you speak ?
a Japanese b a Japanese c the Japanese
- 44 is absolutely icy today! Wrap up warm!
a Wind b The wind c A wind
- 45 We need to go by as there is no bus service here.
a the taxi b a taxi c taxi
- 46 The people waiting at the bus stop are all freezing cold.
a are b which c who are
- 47 The house to belong to Sting, has been sold for £2 million.
a used b , who used c , which used

- | | |
|--|---|
| <p>48 Have you ever met that man over there by the door?
a that stands b standing c to stand</p> <p>49 The bag by the pickpocket was recovered later in a waste bin.
a stolen b stealing c was stolen</p> <p>50 Sarah's brother her DVDs without asking her.
a is borrowing b borrows always
c is always borrowing</p> <p>51 Isabel just working so hard. The new job was a shock!
a didn't use to b isn't used to c usually</p> <p>52 We were just the new timetable when they decided to change it again.
a getting used to b used c got used to</p> <p>53 Dina tried to repair her dishwasher by herself but she
a wasn't able to b can't
c could</p> <p>54 Jake beating his personal 400m record.
a managed to b could
c has succeeded in</p> <p>55 I thought that the cat into the road.
a was about to run b is going to run
c is running</p> <p>56 Peter enter the competition, but then he injured his ankle.
a is going to b was going to
c would</p> <p>57 meat, as well as fish, in the restaurant.
a They also serve b Also they serve
c They serve also</p> <p>58 The food was so bad that to eat it.
a even the boys refused
b the boys even refused
c even refused the boys</p> | <p>59 I need to get The rain is coming in!
a repaired my roof b my roof repairing
c my roof repaired</p> <p>60 Robin got the taxi driver him right to the front door.
a taking b to take c took</p> <p>61 Su Yung plays Korean pop loudly in his room.
a already b often
c for some time</p> <p>62 The surgeon the operation to Mrs Dakers.
a already explained b has already explained
c already explains</p> <p>63 It's been a long time we had a really relaxing weekend.
a for b while c since</p> <p>64 'Where is Adrian?'
'He to Paris for the weekend'.
a has gone b has been
c has been going</p> <p>65 When Elena joined the staff, Sarah at the school for two years.
a had been working b has worked
c worked</p> <p>66 In January, Diana there for 25 years.
a has been working
b will have been working c is working</p> <p>67 My aunt in Texas when the tornado struck.
a lived b has been living
c was living</p> <p>68 I for almost an hour before I saw the outskirts of the town.
a walked b had been walking
c had walked</p> <p>69 Yvonne in a luxury room in Acapulco at this time tomorrow.
a is going to sleep b will be sleeping
c will have been sleeping</p> |
|--|---|

- 70 the right experience for the job, I wasn't invited for an interview.
a I don't have b Having c Not having
- 71 in the USA for four years, I can now speak English fluently.
a In order to live b So that I lived
c Having lived
- 72 When they opened the curtains they saw that it was day.
a an absolutely fine b absolutely a nice
c an absolutely beautiful
- 73 When did you last wash your coat? It's dirty!
a extremely b absolutely c entirely
- 74 I remember most about Sardinia is the beautiful, clean seawater.
a It's what b The thing c That
- 75 I don't eat very much. finish a plateful of food.
a Rarely I b Rarely do c Rarely do I
- 76 I travelling first class! It's a real luxury.
a do like b 'm liking c not like
- 77 You really bring me a birthday present, but thanks anyway!
a couldn't b didn't need to c mustn't
- 78 The team do 50 press-ups at the beginning of the training session.
a allowed to b must to c had to
- 79 The weather was so stormy – the ferry
a shouldn't to leave b ought to leave
c shouldn't have left
- 80 Carina looks as if she fall asleep at any moment!
a must b might c couldn't
- 81 The horse was win the Grand National, but we bet on it anyway.
a bound to b about to c unlikely to
- 82 There are lots of copper coins and a few..... in the box.
a silver coin b silver ones c silvers
- 83 My boyfriend really likes playing football, but I
a don't b doesn't c don't like
- 84 The management can't make on that just yet.
a decide b a decision c decisive
- 85 Winning the Nobel Prize was his greatest
a achieving b achieve
c achievement
- 86 I really hope Jack gets my parents. I want them to like him.
a up to b on with c into
- 87 Pat knows Ken isn't right for her but she can't
a give up him b him give up c give him up
- 88 You must leave now. Otherwise you risk your flight.
a miss b to miss c missing
- 89 We have decided President of the Literary Society.
a Adnan to be b to elect Adnan as
c being Adnan
- 90 The manager insists on time in the morning.
a to everyone to arrive
b on everyone to arrive
c on everyone arriving
- 91 The value of the car is much less the scratches on the paintwork.
a since b due to c because
- 92 her aggressive behaviour, they promoted her to deputy head.
a In spite b Although c Despite

- 93 Julia decided to move to Tenerife a holiday there last summer.
a following b since c while
- 94 the restaurant has a Michelin star, I didn't think the food was that good.
a In case b Because c Considering that
- 95 the doors were opened, a lot of people had started queuing for tickets.
a Before b While c Once
- 96 property is a bit cheaper now, Jake and Lana have bought a bigger flat.
a As b In order that c Because of
- 97 The Picts in Scotland before the Romans invaded.
a were believed living b believe to be living c are believed to have lived
- 98 It that the MP will lose his seat in the next election.
a is expected b expects c is expecting
- 99 There's – she's not going to come.
a no point to wait b no point of wait c no point in waiting
- 100 Congratulations. There's the marketing campaign has been a huge success.
a no suggestion that b no doubt that c no way that
- 101 I that there is a bird nesting in that tree.
a have noticed just b have just noticed c just have noticed
- 102 Mr Harland lives in that little house the bridge.
a just by b just next c only near
- 103 You need to wear special glasses appreciate 3D films.
a because of b so that c in order to
- 104 Linda is going to India experience the culture first hand.
a in order that b because c so as to
- 105his children should have the best in life, Ali went to work in America.
a So that b Due to c Because
- 106 We really should stop buying chocolate, ?
a shouldn't we b should we c don't we
- 107 Let's see if we can beat the last record, ?
a shan't we b won't we c shall we
- 108 The pretty little brown dog was
a aggressive surprisingly b surprisingly aggressive c aggressively surprising
- 109 He worked so hard that he passed the final exam
a easy b in an easy way c easily
- 110 There were enough plates for all the guests.
a hard b hardly c not hardly
- 111 I'd rather visit me this weekend.
a you don't b you won't c you didn't
- 112 I wish I to her advice – it's too late now to change my mind.
a had listened b listened c would listen
- 113 your husband forgot your wedding anniversary, what would you do?
a Were b Unless c Supposing
- 114 bump into Graham, you would be amazed. He's shaved his head!
a Had you b Did you c Should you
- 115 the Queen of England, I would make you a Lord!
a Were I b Was I c Being

- 116 the competition would be so strong, I
wouldn't have entered the race.
a If I knew b Had I known c Did I know
- 117 They live in a six-bedroom house which is
worth \$500,000.
a so b over c over of
- 118 It's difficult to get any information from
the call centre.
a roughly b kind of c quite a
- 119 The picture was good, but not that good!
a a bit b quite c quite a
- 120 If you drovemore carefully, you wouldn't
keep on having accidents.
a a bit b fairly c very

6.2. Experiment sheet

EXPERIMENT SHEET

This experiment is designed to study syntactic structures. Feel free to write down what you, as native Catalan speakers, think it sounds better. There are no right or wrong answers. Besides, your identity will be anonymous.

IDENTIFICATION

Sex: M F Age: _____ Place of birth: _____

Mother tongue:

Catalan Spanish Other _____

Catalan dialect:

Central Septentrional Nord-occidental Valencià Balear

Level of English: [Find the placement test attached to this sheet]

Intermediate Advanced Proficiency

INSTRUCTIONS

- Read these **ten constructions** taken from *Cold Wind* by C.J. Box.
- All of them contain three **adjectives followed by a noun**.
- You are asked to **translate them into Catalan**.
- Context is provided to make their meaning clearer. You do not need to translate it.
- Write down what you would say on a regular basis.
- All answers are valid for this experiment and the methodology applied for each construction can vary.

EXPERIMENT

“**The heavy stainless steel³ bracelet** made her wrists look even thinner” [pg. 63]

“The horse seemed to glide over the (...) **wooded Rocky Mountain juniper⁴-dotted foothills** like a ghost.” [pg 3]

“Nate was interrupted only by a call (...) reporting a **wounded antelope staggering⁵** around on the road” [pg 420]

“He rode **a leggy black Tennessee walker⁶**.” [pg 3]

“Joe simply parked his pickup to the right of the gate where it joined with the **four-string barbed⁷ wire fence** and got out.” [pg 34]

“It was instantly dark inside except for **a bank of glowing green and amber lights.**” [pg 40]

“He wore old Cinch jeans, worn Ariat cowboy boots, a **long-sleeved yoked⁸ collar shirt** with snap buttons, and a tooled belt that read Joe.” [pg 18]

³ Stainless Steel: also known as inox steel

⁴ Juniper: small bush (translation: *genibre*)

⁵ Stagger: to move or stand unsteadily

⁶ Walker: breed of horse

⁷ Barbed: with Sharp points

⁸ Yoke: upper part of the back of a shirt (translation: *jou*)

“He wore a (40X) **beaver silverbelly short-brimmed**⁹ **Stetson**¹⁰.” [pg 4]

“And they’d wind up playing (...) in the historic Stockman’s Bar, overlooked by (...) **generations of local black-and-white rodeo cowboy photos** looking down at them.”
[pg 87]

“River cottonwoods and **mountain ash**¹¹ **shouldering up**¹² **against the Snake River in the valley** were already turning gold.” [pg 321]

COMMENTS

Did you have problems with the vocabulary used in these sentences?

Did you have doubts or second thoughts in order to write your translation?

⁹ Brim: projecting edge (translation: *ala*)

¹⁰ Stetson: Brand of cowboy hats

¹¹ Mountain ash: Type of tree

¹² Shoulder up: push against something